Course descriptions

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COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.Dek/A-dSZ-011/20	Effective Teaching for Internationalisation I.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 5

Recommended semester: 1., 3.

Educational level: III.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 12

A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0

Lecturers: Mgr. Gabriela Pleschová, PhD.

Last change: 17.09.2020

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.Dek/A-dSZ-012/20	Effective Teaching for Internationalisation II.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 5

Recommended semester: 2., 4.

Educational level: III.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 6

A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0

Lecturers: Mgr. Gabriela Pleschová, PhD.

Last change: 17.09.2020

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPED/A-dPE-001/23	Inclusive Teaching I.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 5

Recommended semester: 2., 4.

Educational level: III.

Prerequisites:

Course requirements:
Grading scale: A: 100 - 92 %, B: 91 - 84 %, C: 83 - 76 %, D: 75 - 68 %, E: 67 - 60 %, Fx: less than 60 %. Student has to submit all the assignments and meet the minimum quality criteria included in the assignment description.
Scale of assessment (preliminary/final): 60/40

Learning outcomes:
● recognise and address the needs and expectations of a diverse body of students;
● use a set of principles, concepts, approaches, instruments and teaching methodologies to design and implement new or revise and enrich the content of existing (under)graduate courses to
1. cater to the diverse needs of students and support their learning effectively;
2. make use of student diversity to enhance students' learning
3. increase students' sense of belonging to the institution
● create a culturally-responsive classroom environment and promote students' awareness of inclusive learning principles and practices
● assess student learning and evaluate the outcomes of their courses in a self-reflective, enhancement-led and critical manner.

Class syllabus:
Intensive face-to-face summer school (7 days)
Regular meetings with the assigned coach
Completion of assignments: design of course sessions, design of the syllabus
One meeting with facilitators and group of participants

Recommended literature:
BOOTH, T., AINSCOW, M. (2002). An inclusive approach to school development. In T. Booth, M. Ainscow. Index for Inclusion. Developing learning and participation in schools. (pp. 01-11). Centre for Studies on Inclusive Education (CSIE).
CAST. (2018). Universal Design for Learning Guidelines version 2.2 http://udlguidelines.cast.org
LANI, F., BLACK-HAWKINS, K. (2011) Exploring inclusive pedagogy, British Educational Research Journal, 37:5, 813-828, DOI: 10.1080/01411926.2010.501096

TOBIN, T. J., BEHLING, K. T. (2018). Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education. West Virginia University Press.
ROSSI, V. (2023) Inclusive Learning Design in Higher Education. A Practical Guide to Creating Equitable Learning Experiences. Routledge
SHMULSKY, S., GOBBO, K., VITT, S. (2022) Culturally Relevant Pedagogy for Neurodiversity, Community College Journal of Research and Practice, 46:9, 681-685

Languages necessary to complete the course:
English

Notes:

Past grade distribution
Total number of evaluated students: 4

A	B	C	D	E	FX
75,0	25,0	0,0	0,0	0,0	0,0

Lecturers: Mgr. Gabriela Pleschová, PhD.

Last change: 27.01.2025

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPED/A-dPE-002/23	**Course title:** Inclusive Teaching II.
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 28 **Form of the course:** on-site learning	
Number of credits: 5	
Recommended semester: 1., 3.	
Educational level: III.	
Prerequisites:	
Course requirements: Grading scale: A: 100 - 92 %, B: 91 - 84 %, C: 83 - 76 %, D: 75 - 68 %, E: 67 - 60 %, Fx: less than 60 %. Student has to submit all the assignments and meet the minimum quality criteria included in the assignment description. Scale of assessment (preliminary/final): 50/50	
Learning outcomes: ● recognise and address the needs and expectations of a diverse body of students; ● use a set of principles, concepts, approaches, instruments and teaching methodologies to design and implement new or revise and enrich the content of existing (under)graduate courses to 1. cater to the diverse needs of students and support their learning effectively; 2. make use of student diversity to enhance students' learning 3. increase students' sense of belonging to the institution ● create a culturally-responsive classroom environment and promote students' awareness of inclusive learning principles and practices ● assess student learning and evaluate the outcomes of their courses in a self-reflective, enhancement-led and critical manner.	
Class syllabus: Regular meetings with the assigned coach One meeting with facilitators and group of participants Pedagogical practice (teaching at least 3 class sessions) Classroom observation and observation reflection paper Completion of assignments: final structured reflection paper Conference presentation	
Recommended literature: BOOTH, T., AINSCOW, M. (2002). An inclusive approach to school development. In T. Booth, M. Ainscow. Index for Inclusion. Developing learning and participation in schools. (pp. 01-11). Centre for Studies on Inclusive Education (CSIE). CAST. (2018). Universal Design for Learning Guidelines version 2.2 http://udlguidelines.cast.org	

LANI, F., BLACK-HAWKINS, K. (2011) Exploring inclusive pedagogy, British Educational Research Journal, 37:5, 813-828, DOI: 10.1080/01411926.2010.501096
TOBIN, T. J., BEHLING, K. T. (2018). Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education. West Virginia University Press.
ROSSI, V. (2023) Inclusive Learning Design in Higher Education. A Practical Guide to Creating Equitable Learning Experiences. Routledge
SHMULSKY, S., GOBBO, K., VITT, S. (2022) Culturally Relevant Pedagogy for Neurodiversity, Community College Journal of Research and Practice, 46:9, 681-685

Languages necessary to complete the course:
English

Notes:

Past grade distribution
Total number of evaluated students: 2

A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0

Lecturers: Mgr. Gabriela Pleschová, PhD.

Last change: 16.08.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.Dek/A-dSZ-013/20	Information Resources and Communication in Science

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning, distance learning

Number of credits: 6

Recommended semester: 1., 3.

Educational level: III.

Prerequisites:

Course requirements:
Assessment: 4 assignments during the semester, 5 points each, minimal condition for a successful finish of the course – to complete and hand in at least 3 of them and obtain at least 11 points.
Grading scale: 0-59% - FX, 60-67% - E, 68-75% - D, 76-83% - C, 84-91% - B, 92-100% - A.
The teacher will accept a maximum of two absences in case they are supported with relevant documentation.
Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The students will get acquainted with internal and external information resources (what, where and how is accessible at Comenius university, or elsewhere), with the system of working with these resources and the possibilities of their use in university research and education. Students will also get informed about principal Slovak and foreign grant schemes and calls for application, about the process of submitting project application and about the procedures how the grant finances should be spent in the institutional conditions of the Faculty of Arts, Comenius University in Bratislava (FiF UK). They will learn about the working procedures within scholarly journals and peer review principles, as well as about fundamental administrative processes at FiF UK which have a direct connection with the research activities of a PhD student.

Class syllabus:
Basic information on organization of libraries at Comenius University (CU). Databases produced by CU. Orientation in the CU union online catalogue. Database of publication outputs. Central register of publication outputs of the Slovak Republic. KIS3G project – union catalogue of Slovak libraries. Union catalogue of Slovak periodicals. Project of the Centre of science and technical information (CVTI SR) – NISPEZ. Abstract databases. Fulltext databases. Scientometrics databases. CU directive on publications. Categories of publications and references. Indexed (Web of Science, Scopus) and Current-Contents journals. Reference managers. Financing of science and research in Slovakia, relevance of grant schemes and participation of PhD students in grant projects. The most significant grant schemes in Slovakia and abroad. How to write a grant application (Grant of

CU young researchers, VEGA scheme). Project cycle and spending project finances. Science and research journals: how to identify the top quality. Communication with the journal and peer-review.

Recommended literature:

ARAÚJO, Paula Carina de, Renata Cristina Gutierres Castanha and Birger Hjørland. 2021. Citation Indexing and Indexes. In: Knowledge Organization48, no. 1: 72-101. Also available in ISKO Encyclopedia of Knowledge Organization, eds. Birger Hjørland and Claudio Gnoli, https://www.isko.org/cyclo/citation

SMERNICA rektora UK č. 10/2019 o evidencii publikačnej činnosti. Dostupné na internete: <https://uniba.sk/fileadmin/ruk/legislativa/2019/Vp_2019_10.pdf>

RESEARCH and Library Resources [online]. Regents of the University of California.c2020. [Lastupdate 19June2020]. Dostupné na internete: <https://guides.lib.berkeley.edu/?b=g&d=a&group_id=22993>

HANTLA, Bryce. Reference Manager Software: What Is It and What Can It Do? <https://www.aje.com/arc/reference-manager-software-what-it-and-what-can-it-do/>

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 112

A	B	C	D	E	FX
77,68	15,18	0,0	0,0	0,0	7,14

Lecturers: prof. PhDr. Jaroslav Šušol, PhD., Mgr. Juraj Halas, PhD.

Last change: 15.09.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPA/A-dSZ-502/21	Innovative teaching that inspires good learning I

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 5

Recommended semester: 1., 3.

Educational level: III.

Prerequisites:

Course requirements:
Participants are required to attend at least 7 out of 9 workshops of the course. At the same time, they are to submit short assignments before or after each workshop, that are to be assessed by workshop facilitators.
Assessment: Participants submit three class plans. Moreover, they prepare the microteaching lesson that they deliver in a group of other course participants. Facilitators assess if the class plans and microteaching meet first of the expected learning outcomes mentioned below.
Grading scale: 0-59% - FX, 60-67% - E, 68-75% - D, 76-83% - C, 84-91% - B, 92-100% - A.
Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
By the end of this course, participants shall be able to:
• Prepare and facilitate course sessions for small and large student groups, while applying the principle of student-centred approach
• Design and implement relevant methods of assessment and evaluation of the expected learning outcomes, in cooperation with the course leader, co-teachers and on their own
• Critically reflect on their teaching and students' learning while using feedback from the students, colleagues, and results of the student works.

Class syllabus:
The course uses active learning as a key approach through which participants develop their knowledge and skills in this area. By active learning, it is meant the approach where are the participating teachers learn by other ways than just by listening to the facilitators of the workshops. Participants complete a series of assignments and the facilitators of the workshops role model teaching so that participant teachers could use these ways of teaching in their future practice. The first semester of the course consists of 9 workshops, which take about 28 hours altogether. The aim of the workshops is to help participants become competent and self-confident teachers. To accomplish that, participants learn pedagogical concepts such as student-centered approach,

reflective teaching, formative and summative assessment, and SOTL (scholarship of teaching and learning).

Recommended literature:

Recommended literature:

BIGGS, J. “Aligning teaching for constructing learning,” The Higher Education Academy, available from: https://www.advance-he.ac.uk/knowledge-hub/aligning-teaching-constructing-learning (undated).

GACHALLOVÁ, N. “Chapter 16. Using an online quiz as a formative tool in Latin medical terminology courses”, in: Gabriela Pleschová and Agnes Simon (eds.). Early career academics’ reflections on learning to teach in Central Europe, London: SEDA, 2018, 162-170, available from: https://www.seda.ac.uk/Early-career-academics-reflections-on-learning-to-teach-in-Central-Europe.

CHICK, N. “Scholarship of Teaching and Learning. A Guide from the Vanderbilt University Center for Teaching”, available from: https://my.vanderbilt.edu/sotl/understanding-sotl/scholarship-of-teaching-and-learning/ (undated).

O’NEILL, G.; MCMAHON, T. “Student-centred learning: What does it mean for students and lecturers?”, in: Geraldine O’Neill, Sarah Moore, and Barry McMullin (eds.). Emerging issues in the practice of university learning and teaching, Dublin: AISHE, 2005, 27-36.

RÉTIOVÁ, A. “Chapter 15. Peer feedback to facilitate independent learning among first-year sociology students,” in: Gabriela Pleschová and Agnes Simon (eds.). Early career academics’ reflections on learning to teach in Central Europe, London: SEDA, 2018, 153-161.

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Further reading:

MARTIN, G. A.; DOUBLE, Jeremy M. “Developing higher education teaching skills through peer observation and collaborative reflection,” Innovations in Education and Training International 35 (2), 1998, 161-170.

Higher Education Academy. 10 strategies to engage students with feedback, available from: https://www.heacademy.ac.uk/sites/default/files/resources/10_strategies_to_engage_students_with_feedback.pdf. York: Higher Education Academy, 2012.

PICKERING, J. How to start using technology in your teaching, available from: https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/how_to_start_using_technology_in_your_teaching_1568037330.pdf. York: Higher Education Academy, 2015.

RACE, P. (2009) In at the Deep End – Starting to Teach in Higher Education, available from: https://www.kent.ac.uk/teaching/documents/academic-practice/New%20to%20teaching%20Staff/In%20at%20the%20Deep%20End.pdf. Leeds: Leeds Metropolitan University, 2009.

Languages necessary to complete the course:

Slovak, English

Notes:

Past grade distribution

Total number of evaluated students: 33

A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0

Lecturers: Mgr. Gabriela Pleschová, PhD.

Last change: 15.09.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPA/A-dSZ-504/21	Innovative teaching that inspires good learning II

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 5

Recommended semester: 2., 4.

Educational level: III.

Prerequisites:

Course requirements:
The second semester of the course Innovative teaching that inspires good learning primarily consists of the cooperation between the coaches and their coachees (participants of the course).
Participants are to submit three assignments during the semester. The first one focuses on the innovation participants intend to introduce into their teaching practice and they present as a poster. Then they submit two other assignments, research design, and SOTL study, both in draft versions, that they revise following receiving feedback from the coaches and later submit as a final version. Participants are moreover to attend two workshops where they present their innovations and research in a group of other course participants and coaches while collecting feedback that can be used to modify and improve the assignments.
Assessment: Participants submit three assignments: poster, research design and SOTL study, that is to evaluate the results of students learning and achievement of learning outcomes. All assignments are to be submitted as a draft and revised versions.
Grading scale: 0-59% - FX, 60-67% - E, 68-75% - D, 76-83% - C, 84-91% - B, 92-100% - A.
Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
By the end of this course, participants shall be able to:
• Prepare and facilitate course sessions for small and large student groups, while applying the principle of student-centred approach
• Design and implement relevant methods of assessment and evaluation of the expected learning outcomes, in cooperation with the course leader, co-teachers and on their own
• Critically reflect on their teaching and students' learning while using feedback from the students, colleagues, and results of the student works
• Evaluate the results of student learning in a SOTL (scholarship of teaching and learning) study.

Class syllabus:
The course uses active learning as a key approach through which participants develop their knowledge and skills in this area. By active learning, it is meant the approach where are the

participating teachers learn by other ways than just by listening to the facilitators of the workshops. Participants complete a series of assignments and the facilitators of the workshops role model teaching so that participant teachers could use these ways of teaching in their future practice. During the second semester of the course, facilitators cooperate with the participants individually and in groups while serving as their coaches and providing them with guidance and feedback when they design, implement, and research their teaching. Participants are encouraged to use active learning methods through:
teaching practicum, when they teach 3 or more class sessions for a cohort of Bachelor or Master's students, and they invite for a classroom observation by one or more of their colleagues
scholarship of teaching and learning, when they write their SOTL study, in cooperation with their coaches.

Recommended literature:

Recommended literature:
BIGGS, J. "Aligning teaching for constructing learning," The Higher Education Academy, available from: https://www.advance-he.ac.uk/knowledge-hub/aligning-teaching-constructing-learning (undated).
GACHALLOVÁ, N. "Chapter 16. Using an online quiz as a formative tool in Latin medical terminology courses", in: Gabriela Pleschová and Agnes Simon (eds.). Early career academics' reflections on learning to teach in Central Europe, London: SEDA, 2018, 162-170, available from: https://www.seda.ac.uk/Early-career-academics-reflections-on-learning-to-teach-in-Central-Europe.
CHICK, N. "Scholarship of Teaching and Learning. A Guide from the Vanderbilt University Center for Teaching", available from: https://my.vanderbilt.edu/sotl/understanding-sotl/scholarship-of-teaching-and-learning/ (undated).
O'NEILL, G.; MCMAHON, T. "Student-centred learning: What does it mean for students and lecturers?", in: Geraldine O'Neill, Sarah Moore, and Barry McMullin (eds.). Emerging issues in the practice of university learning and teaching, Dublin: AISHE, 2005, 27-36.
RÉTIOVÁ, A. "Chapter 15. Peer feedback to facilitate independent learning among first-year sociology students," in: Gabriela Pleschová and Agnes Simon (eds.). Early career academics' reflections on learning to teach in Central Europe, London: SEDA, 2018, 153-161.
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Further reading:
MARTIN, G. A.; DOUBLE, Jeremy M. "Developing higher education teaching skills through peer observation and collaborative reflection," Innovations in Education and Training International 35 (2), 1998, 161-170.
Higher Education Academy. 10 strategies to engage students with feedback, available from: https://www.heacademy.ac.uk/sites/default/files/resources/10_strategies_to_engage_students_with_feedback.pdf. York: Higher Education Academy, 2012.
PICKERING, J. How to start using technology in your teaching, available from: https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/how_to_start_using_technology_in_your_teaching_1568037330.pdf. York: Higher Education Academy, 2015.
RACE, P. (2009) In at the Deep End – Starting to Teach in Higher Education, available from: https://www.kent.ac.uk/teaching/documents/academic-practice/New%20to%20teaching%20Staff/In%20at%20the%20Deep%20End.pdf. Leeds: Leeds Metropolitan University, 2009.

Languages necessary to complete the course:
Slovak, English

Notes:

Past grade distribution
Total number of evaluated students: 25

A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0

Lecturers: Mgr. Gabriela Pleschová, PhD.

Last change: 15.09.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF/A-dSZ-004/13	Logical Semantics and Reasoning

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 6

Recommended semester: 2., 4.

Educational level: III.

Prerequisites:

Course requirements:
Continuous during the semester: active participation (50 points), home preparation (50 points); Final grade: summative test (60 points).
Grading scale: 0-59% - FX, 60-67% - E, 68-75% - D, 76-83% - C, 84-91% - B, 92-100% - A.
Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The students deepened their knowledge of the possibilities of applying logic in the field of semantic analysis of scientific and professional texts; they became familiar with the principles of logical semantics; they became familiar with linguistic phenomena that violate the principles of logical semantics and linguistic phenomena that distort these principles; and they became familiar with the rules for the creation and reconstruction of condensed texts. Students learned methods of interpreting texts and improved their argumentation and discussion skills in the practice of their discipline.

Class syllabus:
1. Traditional semantics: concept name versus concept; concept versus idea associated with the concept name; content and scope of the concept, conceptual features, scope relations of concepts. 2. Principles of logical semantics (LS) for the analysis of natural language - p. effective communication, p. objectivity of the meaning of an expression, p. competent language user (practical mastery of the rules of language, basic ability to reason (logically), knowledge base - knowledge of the core lexis of the language, the range of analytical truths and empirical truths that are relevant to the text being analysed, p. of complete meaning, p. of compositionality (compositionality) of meaning, p. of predication and supposition de dicto and de re, Parmenides' (Frege's) principle of what a sentence is about, p. of substitutability (Leibniz's principle of salva veritate), p. of posiblism (anti-actualism). 3. Theories of meaning (TM): extensional vs. intensional TM; the de dicto and de re substitution of expressions; logical vs. linguistic synonymy of expressions. Hyperintentional TM (epistemic and doxastic attitudes; types of contexts) and structuration of meanings of expressions - meaning of an expression

as a structured procedure. 4. Interaction of logical operators and vectors of condition (and its facticity or irreality), time and relevance (factual, hypothetical and counterfactual conditionals; deductive and abductive predication and retrodiction). 5. Violation of LS principles: idioms, metaphors, oxymorons, privative modifiers. Distortion of the validity of LS principles in condensed text: sentence elision (entymeme), word and phrase elision, intra-textual referencing; rules for the formation of elisions and references, and rules for the reconstruction of condensed and unconstrained texts. Argumentation and discussion in practice: deductive, abductive, persuasive, heuristic. Reasoning versus explanation.

Recommended literature:

1. BIELIK, Lukáš: Metodologické aspekty vedy (Methodological aspects of science). Bratislava: Univerzita Komenského v Bratislave, 2019. ISBN 978-80-223-4788-4.
2. Duží, M. – Materna, P.: TIL jako procedurální logika (TIL as procedural logic). Aleph, Bratislava 2012. ISBN 978-80-89491-08-7
3. GAHÉR, František: Logická sémantika a všeobecná teória prekladu (Logical semantics and general translation theory). Bratislava, Stimul, 2010. URL: https://stella.uniba.sk/texty/fg-lsavtp.pdf ISBN 978-80-89236-97-8.
4. GAHÉR, František: Interpretácia v práve I (Interpretation in Law I). Filozofia, 70 (8), 2015, 647-658. ISSN (print) 0046-385X.
5. GAHÉR, František: Interpretácia v práve II (Interpretation in Law II). Filozofia, 70 (10), 2015, 789-799. ISSN (print) 0046-385X.
6. GAHÉR, František: Kontrafaktuály (Counterfactuals). In: Filozofia, 2018, roč. 73, č. 1, s. 36 – 50. ISSN (print) 0046-385X.
7. GAHÉR, František, ŠTEVČEK, Marek, BRAXATORIS, Martin: Nástroje a pravidlá produkcie a interpretácie koncízneho textu (s osobitným zreteľom na normativitu) (Tools and rules for the production and interpretation of a concise text (with special regard to normativity)). In: Jazykovedný časopis, 2019, 70 (1), 75 – 94. ISSN (online) 1338-4287.
8. GAHÉR, František: Vetné operátory: ich interakcie (s vektormi času, kauzality a epistemickej relevancie) a ich konštrukcie (Sentencial operators: their interactions (with vectors of time, causality and epistemic relevance) and their construction). In: Jazykovedný časopis. 2020, Roč. 71, č. 2, s. 197-212. ISSN (online) 1338-4287.
9. ZOUHAR, Marian: Význam v kontexte (Meaning in Context). Aleph, Bratislava, 2011, ISBN 9788089491070.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 54

A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0

Lecturers: prof. PhDr. František Gahér, CSc.

Last change: 15.09.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF/A-dSZ-003/13	Methodology of Science

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning, distance learning

Number of credits: 6

Recommended semester: 2., 4.

Educational level: III.

Prerequisites:

Course requirements:
Active participation in class and continuous problem solving: 50 points. Presentation of the methodological structure of the dissertation project in the form of a seminar paper (10-12 pages): 50 points.
Grading scale: 0-59% - FX, 60-67% - E, 68-75% - D, 76-83% - C, 84-91% - B, 92-100% - A.
Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The graduate of the course (PhD student) is able to identify the main elements of scientific research, such as "research problem", "hypothesis", "research study design", "operationalization", "testable implications", "data collection and analysis", "hypothesis testing and evaluation", etc. They can use them to critically analyse scientific and scholarly work and to structure their own research. The student is familiar with basic conceptual and empirical methods, can critically evaluate the conditions for their adequate application in research, and can identify ethical issues related to the planning, implementation and presentation of research. Apply the acquired knowledge and skills in the design and analysis of their own dissertation project and research.

Class syllabus:
1. Methodological features of science
2. Scientific methods: conceptual, empirical and complex methods
3. Types and structure of research
4. Research design
5. Arguments and reasoning
6. Causality and its place in empirical research
7. Models of scientific explanation and prediction
8. Models of hypothesis testing and evaluation
9. Errors in inference, representation and interpretation of data

Recommended literature:

BIELIK, L. Metodologické aspekty vedy. Bratislava: Univerzita Komenského v Bratislave, 2019. ISBN 978-80-223-4788-4.
BRYMAN, A. Social Research Methods. 4th ed. Oxford: Oxford University Press, 2008. ISBN 978-0-19-958805-3.
GIERE, R., BICKLE, J. a R. F. MAULDIN. Understanding Scientific Reasoning. 5th ed. Wadsworth, 2006. ISBN 978-0-15-506326-6.
HENDL, J. a J. REMR: Metody výzkumu a evaluace. Praha: Portál, 2017. ISBN 978-80-262-1192-1.
PUNCH, H. F. Úspěšný návrh výzkumu. Praha: Portál, 2015. ISBN 978-80-262-0980-5.
RISJORD, M.: Philosophy of Social Science. A Contemporary Introduction. New York: Routledge, 2014. ISBN 978-0-415-89825-6.
The literature will be provided in electronic form.

Languages necessary to complete the course:
Slovak (work on seminars, part of literature), Czech (part of literature), English (part of literature)

Notes:

Past grade distribution
Total number of evaluated students: 135

A	B	C	D	E	FX
85,19	1,48	1,48	0,74	0,0	11,11

Lecturers: doc. Mgr. Lukáš Bielik, PhD.

Last change: 15.09.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.Dek/A-dSZ-017/20	Women, Science and Feminism: Philosophical Perspective

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 6

Recommended semester: 2., 4.

Educational level: III.

Prerequisites:

Course requirements:
Preliminary evaluation during the instruction period: presentation of two selected topics (40 points).
In the examination period: colloquial exam consisting of the presentation and defence of a written thesis (60 points).
Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
The condition for admission to the exam is the scoring of min. 10 points from the preliminary assessment.
Grading scale: 0-59% - FX, 60-67% - E, 68-75% - D, 76-83% - C, 84-91% - B, 92-100% - A.
Maximum 2 justified absences are accepted.
The exact date and topic of the preliminary assessment will be announced at the beginning of the semester.
Dates of examination will be published via AIS no later than the last week of the instruction period.
Scale of assessment (preliminary/final): 40/60

Learning outcomes:
After successfully completing the course, students have knowledge of the gender aspects of science, an overview of the position of women in science from both historical and contemporary perspectives. They understand basic feminist epistemological concepts and orientations and are able to apply them to current issues related to the underrepresentation of women in science and research, the glass ceiling phenomenon and the leaky pipeline. They understand the issue of gender dimensions of science in its various aspects and levels. They are able to apply a gender perspective in own research.

Class syllabus:
1. Feminist philosophy, its starting points and categorical apparatus.
2. Feminism and science: why the problem of science is interesting for feminism.
3. The position of women in science: historical view.
4. The position of women in science: present.
5. Glass ceiling and leaky pipes.
6. From the issue of women in science to the issue of science in feminism.

7. Feminist epistemology, typology and contemporary discussions.
8. Feminist research programs focusing on science issues.
9. Gender determination of scientific institutions and scientific knowledge.
10. Production of knowledge and gender difference. The gender division of research labour.
11. “Gender” as an analytical tool, the methodological function of the category of gender.
12. Gender perspective in research. Gender-neutral versus gender-sensitive research.

Recommended literature:

FARKAŠOVÁ, Etela, SZAPUOVÁ, Mariana. „Prípad Gilliganová“ – epistemologické a metodologické otázky feministického výskumu. In: Filozofia: minulé podoby, súčasné perspektívy. Bratislava: Maxima press, 2003, 47-53. ISBN 80-969083-4-0.
SZAPUOVÁ, Mariana. Situovaná veda. Podoby a kontexty tvorby poznania. Bratislava: Centrum rodových štúdií, Filozofická fakulta Univerzity Komenského, 2009. 121-241. ISBN 978-80-969389-7-1.
SZAPUOVÁ, Mariana. Rod vo vede: teoretické perspektívy a ich uplatnenie vo výskume. Sociologický časopis, 2009, vol. 45, No. 4, 649-670. ISSN 0038-0288 (available on: https://sreview.soc.cas.cz/pdfs/csr/2009/04/02.pdf).
LONGINO, Helen E. The Fate of Knowledge. Princeton: Princeton University Press, 2002, 1-77. ISBN 0-691-08876-4.
LINKOVÁ, Marcela (et al.). Nejisté vyhlídky. Proměny vědecké profese z genderové perspektivy. Praha: Sociologické nakladatelství SLON, 2013. ISBN 978-80-7419-145-9.

Languages necessary to complete the course:
Slovak, Czech (receptive acquaintance); English (level B2)

Notes:

Past grade distribution
Total number of evaluated students: 22

A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0

Lecturers: doc. PhDr. Mariana Szapuová, CSc.

Last change: 15.09.2022

Approved by: